



# **Ready, Set, Go (Celebrate)**

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A Positive Beginning to a New  
School Year



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## Ready, Get Set, Go

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- Develop a PLAN.
- Get organized.
- Be proactive.
- Be prepared.
- Be positive.

Now, is the time to create the best school year ever.



## TOPICS

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- #1. Actively engage students.
- #2. Teach structured, engaging lessons.
- #3. Organize the classroom space.
- #4. Organize the classroom time.
- #5. Teach and review classroom expectations.
- #6. Teach classroom routines/procedures.
- #7. Design buffer and sponge activities.
- #8. Engage students in “get acquainted activities.”
- #9. Handling misbehavior.



## Big Idea # 1 Student Engagement


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The best way to reduce management problems is to **maximize students' active engagement and success** during lessons, cooperative activities, and independent work.



Motto


“Learning is NOT a spectator Sport.”



## **Big Idea # 1** Student Engagement **(Choral Responses)**

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- **Choral Responses**
- **Students are looking at the teacher**
  - Ask a question.
  - Put up your hands to indicate silence.
  - Give thinking time.
  - Lower your hands as you say, “Everyone.”
- **Students are looking at a common stimulus.**
  - Point to the stimulus.
  - Ask a question.
  - Give thinking time.
  - Tap for a response.



## **Big Idea # 1** Student Engagement **(Choral Responses )**

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- **Choral Responses**
- **Students are looking at their own book/paper.**
  - Ask a question.
  - Use an auditory signal (“Everyone.”).
- **Hints for Choral Responses**
  - Give adequate thinking time.
  - Have students put up their thumbs OR look at you to indicate enough thinking time.
  - If students don’t respond or blurt, repeat.




## **Big Idea # 1** Student Engagement *(Partners)*

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### ■ **Partners**

- Assign partners.
- Pair lower performing students with middle performing students.
- Give the partners a number.
- Sit partners next to each other.
- Utilize triads when appropriate.




## **Big Idea # 1** Student Engagement *(Partners)*

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### ■ **Other hints for partners**


- Teach students how to work together. LOOK, LEAN, AND WHISPER.
- Teach students how to give and receive encouragement and compliments.
- Teach students that cooperative practice relates to the work place not to friendship.
- Change the partnerships occasionally (every three to six weeks).
- Join two partnerships to form cooperative teams. If you plan to use cooperative teams often, give students in team numbers 1, 2, 3, and 4. Make 1 and 2 partners and 3 and 4 partners. When requesting responses on partnerships, refer to **evens** and **odds**.



## **Big Idea # 1** Student Engagement *(Partners)*

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- **Think**
  - Have students think and record responses.
  - As students are writing, move around the classroom and record their ideas and their names on an overhead transparency.
- **Pair**
  - Have students share their ideas with their partners. Have them record their partner's best ideas.
  - As students are sharing, continue to record ideas on the overhead.
- **Share**
  - Use the transparency for sharing with the class.



## **Big Idea # 1** Student Engagement *(Individual Turns)*

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- **Less desirable practices**
  - - #1. Teacher asks question. Students raise their hands. Teacher calls on student with raised hand.  
  
Disadvantages:
  - - #2. Student is inattentive. Teacher calls on the student to regain attention.  
  
Disadvantages:



## **Big Idea # 1** Student Engagement *(Individual Turns)*

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- **Individual Responses**
- **Option #1 Partners First**
  - Have students share answers with their partner.
  - Call on a student.
- **Option #2 Question First**
  - Ask a question.
  - Raise your hands to indicate silence.
  - Give thinking time.
  - Call on a student.
- **Option #3 Whip around or pass**
  - Ask a question for which there are many answers.
  - Start at one place in the room and WHIP around.
  - Allow students to pass.




## **Big Idea # 1** Student Engagement *(Individual Turns)*

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- **Procedures for calling on students to insure that all students are involved.**

**Procedure #1** - Call on students in different parts of room.


**Procedure #2** - Write names on cards or sticks. Draw a name.



## **Big Idea # 1** Student Engagement *(Written Responses)*

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- **Written responses**
- **Gauge the length of the written response to avoid “voids”.**
  - Make the response fairly short OR
  - Make the response “eternal.”
- **To keep students from “sneaking” ahead.**
  - Expose limited items on the overhead.
  - Have students put their pencils down or turn their paper over to indicate completion.
- **Give immediate feedback.**



## **Big Idea # 1** Student Engagement *(Written Responses)*

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- **Response Slates**
  - Give a directive.
  - Have students write their answers on individual whiteboards, slates, or chalkboards.
  - When adequate response time has been given, have students display their slates.
  - Give feedback to students.



## Big Idea # 1 Student Engagement (Written Responses)

### Response cards

- Have students write possible responses on cards or paper or provide them with prepared cards.

Examples:

Simple responses: Yes, No; Agree, Disagree; True, False

Graphemes: sh, wh, ch, th

Punctuation Marks: . ? ! ,

Math Operations: + - X

Math Vocabulary Terms: perimeter, area

Content Area Terms: Examples

Science: Igneous, Sedimentary, Metamorphic

Social Studies: Legislative, Executive, Judicial

Language Arts: Fiction, Non-fiction

Music: 1 beat, 2 beats, 3 beats, 4 beats, 1/2 beat, 1/4 beat, 1/8 beat

- Ask a question.
- Have students select best response and hold it under their chin.
- Ask students to hold up response card.
- Carefully monitor responses and provide feedback.
- NOTE: Electronic "clickers" are the high tech version of response cards.

## Big Idea # 1 Student Engagement (Other Responses)

- **Touch or put pencil on stimulus.**
  - Increases attention.
  - Allows monitoring of attention to stimulus.
- **Act out.**
- **Use hand signals.**
  - Useful to share categorical responses.
  - Model hand signal before using.



## Big Idea #2 Quality Instruction

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The best way to reduce management problems is to **maximize students' active engagement and success** during lessons, cooperative activities, and independent work.



## Big Idea #2 Quality Instruction

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- Motto

How well you teach = How well they learn



## **Big Idea #2** Quality Instruction

- During the first five days of school, teach content mini-lessons.
  - In secondary classes, present engaging content area lessons.
  - In elementary classes, teach subject mini-lessons following your schedule.
- Spend at least 1/3 of your time teaching expectations and routines.
- Provide well-structured lessons.



## **Big Idea #2** Quality Instruction

- **Structure of Lessons**
- **Opening**
  - Gain students' attention.
  - Review necessary preskills or background knowledge.
  - Preview the lesson content/goals/activities
- **Body**
  - I do it.
  - We do it.
  - You do it.
- **Close**
  - Review critical content.
  - Preview next lesson.
  - Assign independent work/cooperative task/homework.



## **Big Idea # 3**


Classroom Organization

- Create an orderly learning environment that sets the stage for orderly behavior.
- Create a pleasant climate for you and your students.



## **Motto**

“Space communicates.”




## Big Idea # 3 Classroom Organization

### Front Wall

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#### Attractive and Inspirational

- Example sayings
  - Boring is a choice.
  - I CAN is more important than IQ.
  - A bored person is a boring person.
  - Inspiration + Perspiration = Success
  - Time is passing. Are you?
  - Attitude = 100%
  - Attitude is the mind's paintbrush. It can color any situation.
  - Don't REST until you do your BEST.
  - The dictionary is the only place where success comes before work.




## Big Idea # 3 Classroom Organization

### Front Wall

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#### Example sayings

- Floating is easy. That's how all dead fish end up downstream.
- Lead, follow, or get out of the way.
- If you want a friend, be a friend.
- The harder I work the luckier I am.
- It is nice to be important, but it is more important to be nice.
- Be yourself---who else is better qualified.
- Teachers open the door but you must choose to enter.
- Good is not enough if better is possible.
- \_\_\_\_\_
- \_\_\_\_\_



## Big Idea #3 Classroom Organization

### Side Walls

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#### Informative


- Class Calendar
- Class Rules Poster
- Strategy Posters
  - Examples: Writing Strategy, Order of Operations, Note-taking Strategy
- Content/Reference Information
  - Maps, illustrations, periodic chart, sight word list, strong verbs list, list of overused words and alternatives
- Rubrics (Six Traits)
- Word Walls
- Notices (Lunch menus, announcements of performances, schedule of upcoming events)
- **Affirmative**
  - Student Work Displayed
  - "Personal Best" Bulletin Board



## Big Idea #3 Classroom Organization

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- **Back Wall**
- Informative for the Teacher
- My favorite reminders "Archerisms"
  - Learning is not a spectator sport.
  - I do it. We do it. You do it.
  - Mastery + Review = Retention
  - Avoid the void for they will fill it.
  - What you expect = what you get.
  - How well you teach = How well they learn
  - 3 R's - More Responses, More Rehearsal, More Review
  - What you expect and INSPECT leads to motivation.
  - If they can not be held accountable, they will believe it is optional.
  - Walk around. Look around. Talk around.
  - Teach with Passion. Manage with Compassion.



## Big Idea #3 Classroom Organization

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- Create space for the classroom activities
  - Whole class instruction
  - Small group instruction
  - “Rug activities”
  - Quiet reading area
  - Free choice games and activities
  - Computers



## Big Idea #3 Classroom Organization

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- Arrange the space to allow:
  - Students facing the teacher without turning around.
  - Student interaction with partner and/or team.
  - High visibility of all areas of the room.
  - Ease of student and teacher movement.
  - Teacher monitoring of all areas.
  - Teacher and student access to necessary materials.
- See examples.




## Big Idea #3 Classroom Organization

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- Assign seats.
  - Elementary
    - Put student's name on the desk.
  - Secondary
    - Number the desks.
    - Make a seating chart with desks, numbers, and names.
    - Handout the seating chart as students enter your room.
    - Have students keep the seating chart so that they can learn names.






## Big Idea # 4 Organization of Time

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Student performance gains are directly related to allocated time and engaged time.



## Big Idea # 4 Organization of Time

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Mottos

Time communicates.

Time is precious. When it is gone, it is gone.



## Big Idea # 4 Organization of Time

Establish a schedule for your day.

- Elementary
  - List your activities.
  - Determine the amount of time to be allocated for each subject (e.g., 90 minutes for reading, 60 minutes for math, 30 minutes for writing)
  - Determine any “specials” (music, PE, computers, library)
  - Design a chart showing school days and times.
  - Block in “specials” and time allocated for each subject.
  - Post your schedule.
- Secondary
  - Post the schedule of periods.



## Big Idea # 4 Organization of Time

Establish routine for the beginning of the day.

Example: Elementary

Teacher greets students at the door.

Students:

1. Check in by moving name on magnetic board in response to question. (e.g., What is your favorite animal? Dog, cat, horse, hamster, fish)
2. Indicate lunch preference on chart.
3. Go to desk and put away materials.
4. Complete homework OR read until class begins.
5. Students and teacher gather at rug for calendar activities and review of Agenda for the day.



## Big Idea # 4 Organization of Time

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Establish routine for the end of the day.

Example: Elementary

Students:

1. Take out their calendars.
2. Teacher and students review the “Big Ideas” taught in each subject.
3. Students record assignments on calendars OR verify entries.
4. Students get out necessary homework materials.
5. Students line up.
6. Teacher dismisses students.



## Big Idea # 4 Organization of Time

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Establish a routine for the beginning of period.

Example: Middle School

Students:

1. Are greeted at the door.
2. Go to their seats and stow materials.
3. Do warm-up activity on the overhead.
4. Attendance is taken during warm-up.
5. Feedback is given on warm-up activity.
6. Agenda for the class period is introduced.



## Big Idea # 4 Organization of Time

Establish a routine for the end of period.

Example: Middle School

1. Teacher and students review the "Big Ideas" of the period.
2. The teacher previews the content of the next lesson.
3. Students record assignments on their calendars OR verify calendar entries.
4. Students complete an "Exit Task".  
Examples:  
Write down the BIG IDEA of today.  
Write down two things you could tell your parent that you learned.  
Write down how the skill we practiced today could be used in the future.  
Record three vocabulary terms that we used today and their meanings.
5. Teacher moves to the door and dismisses students.
6. Students gather up materials.
7. Students check out with an "Exit Task".




## Big Idea # 4 Organization of Time

Outline a list of activities that could be used routinely for small or large group instruction.

### Math Lesson Example

1. Students complete warm-up problems. (3 to 5 minute task)
2. Teacher provides feedback on warm-up problems.
3. Teacher presents goal of lesson and rationale. (Preview)
4. Teacher and students review necessary preskills.
5. Teacher demonstrates new strategy. (I do it.)
6. Teacher guides students in strategy use. (We do it.)
7. Teacher checks understanding. (You do it.)
8. Students begin independent work as teacher monitors.
9. Teacher provides feedback on a number of completed items.




## Big Idea # 5

Classroom Expectations

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Students are more likely to exhibit desired behaviors when the expectations are very clear (though not authoritative).



## Big Idea # 5

Classroom Expectations

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Motto

“What you expect equals what you get.”

## Big Idea #5 Classroom Expectations (Goals)

- With your grade level team or the school faculty, establish goals that you would like children to reach.
- These goals will reflect the values you hold for your students.
- These goals are more global than rules.
  - Analogy
    - Goal-Drivers should be courteous.
    - Rule-Yield when you see a yield sign.

## Big Idea #5 Classroom Expectations (Goals)

- Respect others.
- Be responsible.
- Do your best work.
- Cooperate with others.
- Honor education.

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## Big Idea # 5 Classroom Expectations (Goals)

### Plan lessons for Goals.

#### Goal: Respect others.

1. Showing respect for classmates.
2. Showing respect for faculty members.
3. Showing respect for visitors.

#### Goal: Be responsible.

1. Responsible in regards to homework.
2. Responsible in regards to use of library.
3. Responsible in regards to class equipment.

## Big Idea # 5 Classroom Expectations (Goals)

### Plan lessons for goals.

#### Your Goal:

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#### Your Lessons:

1. 

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2. 

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3. 

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## Big Idea # 5

Classroom Expectations (Rules)

### Rules for Rules

1. Few in number.
2. State desired behavior.
3. Are observable behaviors.
4. Begin with a verb.
5. List in order of importance.



## Big Idea # 5

Classroom Expectations (Rules)

### Your rules.

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## Big Idea # 5 Classroom Expectations (Rules)

- **Introduce the rules.**
- **Teach lessons on individual rules.**
- **Review the rules.**
- **Post the rules.**
- **Expect the behaviors.**

## Big Idea # 5 Classroom Expectations *Working with a Partner*

Looks Like	Sounds Like
<p>You are:</p> <ul style="list-style-type: none"><li>■ Looking at your partner.</li><li>■ Leaning toward your partner.</li><li>■ Smiling (pleasant face).</li><li>■ On-task.</li></ul>	<p>You are:</p> <ul style="list-style-type: none"><li>■ Whispering.</li><li>■ Giving “put ups.”</li><li>■ Encouraging.</li><li>■ On-task.</li></ul>

## Big Idea # 5 Classroom Expectations

### *Walking to another location.*

Looks Like	Sounds Like
<p>You are:</p> <ul style="list-style-type: none"><li>■ Keeping your hands and your body to yourself.</li><li>■ Moving quickly without running.</li><li>■ Carrying necessary materials.</li></ul>	<p>You are:</p> <ul style="list-style-type: none"><li>■ Whispering.</li></ul>

## Big Idea # 5 Classroom Expectations

### *Independent work during small group instruction.*

Looks Like	Sounds Like
<p>You are:</p> <ul style="list-style-type: none"><li>■ Working at your desk.</li><li>■ Doing assignments.<ul style="list-style-type: none"><li>■ Comprehension exercises</li><li>■ Handwriting practice</li><li>■ Spelling practice</li><li>■ Summary writing</li></ul></li><li>■ Correcting work with keys.</li><li>■ Reading book.</li></ul>	<p>You are:</p> <ul style="list-style-type: none"><li>■ Not talking as you work.</li><li>■ Quietly asking your partner for help.</li><li>■ Quietly asking the "Expert" for help.</li></ul>

## Big Idea # 5 Classroom Expectations

### *Oral presentations - Speaker*

Looks Like	Sounds Like
You are: Standing in front of class. Facing classmates. Smiling (pleasant face). You have support materials ready (overheads, charts, notes). NOT fidgeting.	You are: Prepared. Presenting information with clarity. Using a voice that is easy to hear. Answering questions.

## Big Idea # 5 Classroom Expectations

### *Situation:* \_\_\_\_\_

Looks Like	Sounds Like

## Big Idea # 5 Classroom Expectations


*Situation:* \_\_\_\_\_

Looks Like	Sounds Like

## Big Idea # 5 Classroom Expectations

*Situation:* \_\_\_\_\_

Looks Like	Sounds Like



## Big Idea # 6 Routines and Procedures

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In classes where routines and procedures are clearly delineated and taught during the initial weeks of school, appropriate behavior is much more likely to occur.



## Big Idea # 6 Routines and Procedures

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- Motto

Predictability predicts ability.



## Big Idea # 6 Routines and Procedures

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1. Determine the situations where you need a routine or a procedure. (See lists.)
2. For each situation, determine a routine/procedure that you wish to use. Design routines that:
  - \*Promote self-management.
  - \*Don't require teacher assistance.
  - \*Are effective and efficient.
  - \*Can be used consistently.
3. Write down the routines/procedures.
4. Plan lessons to teach most important routines/procedures.



## Big Idea # 6 Routines and Procedures

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- Routines and Procedures
  - Movement into class
  - Movement out of class
  - Transition to a new activity
  - Attendance/Lunch Count
  - Use of bathroom
  - Use of drinking fountain
  - Use of pencil sharpener
  - Use of locker
  - Recess activities



## Big Idea # 6 Routines and Procedures

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- Routines and Procedures
  - Bringing materials to class
  - Storing materials, clothing, snacks
  - No materials
  - Distributing materials
  - Correcting work in class
  - Turning in work
  - Returning corrected work
  - Determining grades
  - Assignments when absent
  - Late work



## Big Idea # 6 Routines and Procedures

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- Routines and Procedures
  - Using computers
  - Asking questions during a lesson
  - Asking questions during independent work
  - How to act:
    - During whole group instruction.
    - During small group instruction.
    - During rug activities.
    - During independent work.
    - During cooperative activities.
    - During “specials”.
    - When a guest teacher is in the class.



## Big Idea # 6 Routines and Procedures

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- Routines and Procedures
  - What to do when:
    - You have been absent.
    - When you don't understand.
    - When you need additional help.
    - You are tardy.
    - You have forgotten your lunch or lunch money.
    - You feel sick.
    - There is rainy day recess.
    - There is a fire, earthquake, hurricane, lockdown, or bomb threat.
    - There is an assembly.
    - It is snack time.
    - Visitors come to class.
  - Understanding signals for
    - Attention
    - Silence
    - Whispering



## Big Idea # 6 Routines and Procedures

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- Routines and Procedures -- Study Skills
- Organization Skills
  - Organizing notebook or take-home folder
  - Organizing desk
  - Recording assignments on a calendar or agenda
  - Locating assignments on the class calendar
  - Using a calendar to plan homework
  - Breaking long term assignments into smaller tasks
  - Organizing the content on papers
  - Recording a heading on a paper
- Strategies
  - Taking notes on lecture or text
  - Highlighting
  - Answering written questions
  - Writing a summary





## Big Idea # 6 Routines and Procedures

### Movement into the classroom - Elementary

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1. Students assemble in designated area.
2. Teacher greets the students.
3. Students and teacher walk to the classroom door.
4. OUTSIDE of the classroom, the teacher gains students' attention and gives directions for the next activity.
5. Teacher opens the door and students enter.



## Big Idea # 6 Routines and Procedures

### Movement into the classroom - Secondary

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1. Before the bell rings, the teacher opens the door and stands at the door.
2. Teacher greets students as they arrive.
3. When the bell rings, the teacher closes the door.
4. Students begin warm-up activity when the bell rings.

OR

The teacher immediately begins a new lesson.



## Big Idea # 6 Routines and Procedures

Movement out of the classroom - Elementary

1. Line leader goes to door.
2. Teacher dismisses rows, tables, or groups when materials are organized.
3. When all children are lined up, the line leader goes to the end of the line.
4. If necessary, the teacher reviews the guidelines for walking to new location (e.g., Stay with the group. Keep your hands and body to yourself. Use a “whisper” voice.)
5. Teacher walks in the middle of the group.



## Big Idea # 6 Routines and Procedures

Movement out of the classroom - Secondary

1. Students DO NOT pack up materials until the teacher indicates that the class is over.

The teacher NOT the bell dismisses students.

2. Teacher moves to the door and dismisses the students.
3. Teacher may require an exit task.

“Show me tomorrow’s assignment on your calendar.”

“Write a 10 word summary of today’s lesson. Show it to me as you exit.”

“Show me your notes from today’s lesson.”

“Show me the rough draft of your paper.”



## Big Idea # 6 Routines and Procedures

### Use of the bathroom

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1. Students should use the bathroom before school, before class, during recess, during passing period.
2. If there is an emergency, students should go to the bathroom during independent work time.
3. Students must sign out, turn over sign, or take a pass.
4. If the privilege is abused, the teacher will meet with the student.



## Big Idea # 6 Routines and Procedures

### Use of pencil sharpener.

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1. Sharpen your pencil BEFORE class.
2. Have more than one pencil in your pencil/pen pouch.
3. If your pencil lead breaks,
  - use your extra pencil
  - use a pen
  - borrow a writing tool from your partner
  - exchange your pencil for one in the "pencil can"
4. NEVER interrupt a lesson to sharpen your pencil.
5. Exchange your pencil for one in the "pencil can". At recess, the official "Pencil Sharpener" will sharpen these pencils for their classmates.



## Big Idea # 6 Routines and Procedures

### Correcting work in class

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1. Students take out correcting pen (pen, red pen, crayon).
2. Teacher gives each answer.
3. Students indicate if the answer is correct or incorrect on their paper.
4. Teacher reteaches difficult items.
5. Students use remaining time to correct any items that they missed.



## Big Idea # 6 Routines and Procedures

### Tardy to Class

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1. Student arrives late.
2. Teacher continues teaching.
3. Student signs in Tardy Notebook. Checks “excused” or “unexcused”. Student attaches excuse.
4. Partner assists late-arriving student.
5. When free, the teacher talks to tardy student.
6. When appropriate uses “payback” time as consequence.



## Big Idea # 6 Routines and Procedures

### Absent - Elementary School

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1. Partner collects any assignments, homework, or notices that are handed out and puts in folder on the desk of absent student.
2. Student returns to school and examines work in folder.
3. Student checks the class calendar and notes any work that needs to be completed.
4. Student has the same number of days to make up work as he/she missed.
5. Completed work is placed in a special box labeled "Make-up for Absence."



## Big Idea # 6 Routines and Procedures

### Absent - Secondary

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1. When partner enters classroom and notices that his/her partner is absent, the partner picks up a folder and puts the name of the absent student on it.
2. Partner collects any assignments, homework, or notices that are handed out and puts in folder. Partner may also fill out a form with class information including: reading assignments, test dates, homework assignments, long term assignments.
3. At the end of the period, the folder is placed in the box labeled "Work for students who are absent".
4. Student returns to school and examines work in folder.
5. Student checks the class calendar and notes any work that needs to be completed.
6. Student has the same number of days to make up work as he/she missed.
7. Completed work is placed in a special box labeled "Make-up for Absence."



## Big Idea # 6 Routines and Procedures

No materials in class

1. Teacher sets clear expectations concerning materials.
2. Extra materials are available.
3. Student gets materials and fills out an IOU form.
4. If student has forgotten book, looks on with partner.  
OR  
Uses loaner book with VERY bright book cover.
5. If this happens three times, a consequence is given.



## Big Idea # 6 Routines and Procedures

Turning in or collecting work

1. Students put number on paper with heading.
2. Students pass work forward.
3. Monitor collects all papers from front row seats.
4. Monitor puts in numerical order.
5. Monitor places papers in box labeled by subject or period.  
OR (If more accountability is necessary.)
  - n Students are given an assignment.
  1. Homework is placed on the corner of the desk.
  2. The teacher circulates and collects homework.



## Big Idea # 6 Routines and Procedures

### Asking Questions During a Lesson - Elementary/Middle School

1. Students DO NOT raise their hands when a teacher asks a question.
2. Students raise their hands when:
  - The teacher gives a directive to raise their hands.
  - The student has a PUBLIC QUESTION, one for which the answer will be useful to all students.
3. When a student has a PRIVATE question, they place their hand on their heart. When the teacher has a natural break, he/she will go to student.



## Big Idea # 6 Routines and Procedures

### Gaining assistance during independent/cooperative tasks

#### Red and Green Card

1. Student attempts task, consulting with examples in the text or notes from instruction.
2. When the student has a question, the RED side of the card is placed up. (Other signals can be used such as a "Help Wanted" sign or a book standing up on desk.)
3. The student must continue working. The student will skip the item and work on the next problem.
4. The teacher moves around the room monitoring (Walk around. Look around. Talk around.)
5. When the teacher sees a RED card, he/she provides assistance.



## Big Idea # 6 Routines and Procedures

Gaining assistance during independent/cooperative tasks

### Only When Near

1. When the student has a question and the teacher is NOT near, the student may consult with his/her partner or uses the rule "Three Before Me".
2. If that assistance is not adequate, the student circles the item and continues working.
3. The teacher moves around the room monitoring (Walk around. Look around. Talk around.)
4. When the teacher is NEAR, the student may raise his/her hand and request assistance.



## Big Idea # 6 Routines and Procedures

Signals for speaking

- 0 - Silence (Teacher raises closed fist.)
- 1 - Whisper (Teacher puts up one finger.)
- 2 - Quiet conversation
- 3 - Speaking voice
- 4 - Outside voice





## Big Idea # 7

Buffer and Sponge Activities

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When students do not have a task to complete or an activity to participate in or have to wait for the next activity, behavior challenges will surface.



## Big Idea # 7

Buffer and Sponge Activities

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- Motto

Avoid the void for they will fill it.



## Big Idea # 7

### Buffer Activities

- Determine buffer activities, activities that students can engage in when their independent or cooperative work is done.
- These activities should be:
  - Quiet
  - Independent (one child)
  - Done for variable amounts of time.



## Big Idea # 7

### Buffer Activities

- List possible buffer activities for your class.

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## Big Idea # 7 Buffer Activities

### Example - Elementary

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When you are done:

1. Check your work for completion, accuracy, and neatness.
2. Check your work for completion, accuracy, and neatness.
3. Correct your work with a key if available.
4. Work on other assignments that are do today or in the near future.
5. If ALL of your work is done, select one of these activities:
  - Read a book
  - Study your spelling words
  - Complete a "Bonus" assignment from the work box
  - Assist your partner or others if help is requested



## Big Idea # 7 Buffer Activities

### Example - Secondary

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When you are done:

1. Check your work for completion, accuracy, and neatness.
2. Check your work for completion, accuracy, and neatness.
3. Correct your work with a key if available.
4. Work on long term assignments for this class.
5. Work on homework from other classes.
6. If ALL of your work is done, select one of these activities:
  - Read a book
  - Study for an upcoming test
  - Assist your partner or others if help is requested
  - DO NOT interrupt the work or thinking of any classmate.



## Big Idea # 7

### Sponge Activities

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- Plan a number of sponge activities that match your content area and age of students. These activities will be used when you have a few moments.
- These activities should:
  - Be short.
  - Require no materials or special preparation.
  - Reinforce content. (If possible)
  - Easy for all students.
  - FUN FUN FUN




## Big Idea # 7

### Sponge Activities

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- **Categories**
  - "I will say a category. Be ready to add your example."
  - "I will say four items. Figure out the category and be ready to add your example."
- **Telephone Number**
  - "Make as many problems as you can using your telephone number."
  - Rearrange the numbers to make the largest number possible."
- **Fortunately, Unfortunately**
  - "I will start the story. Be ready to add to it. Fortunately, the princess was getting married tomorrow. Unfortunately, the prince could not be found. Fortunately, his best friend knew where the prince was....."



## Big Idea # 8

Get Acquainted Activities

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The more we have connected with our students, the more likely they are to gift us with attention and appropriate behavior.



## Big Idea # 8

Get Acquainted Activities

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- Motto
- Connect - Connect - Connect - Connect

## Big Idea # 8 Get Acquainted Activities

Examples -

1. Draw a picture of your family.
2. Draw four pictures of you. Each picture should show you doing one of your favorite things.
3. Fill in questionnaire. (Name, address, home phone, parents name, siblings names, favorite subjects, difficult subject, favorite book, hobbies)


## Big Idea # 8 Get Acquainted Activities

Examples -

1. Create a timeline that shows the major events in your own life.
2. Write a poem that tells about you.

name  
adjective adjective  
verb verb verb  
adjective adjective  
synonym

3. Write a paragraph about your appearance (personality, favorite activities).



## Big Idea # 9 Handling Misbehavior

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First, be proactive and minimize behavioral challenges.

Second, have a plan for handling misbehavior.  
Don't be reactive.



## Big Idea # 9 Handling Misbehavior

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- Mottos

Anticipate and remove.

Last resort - Punishment.



## Big Idea # 9 Handling Misbehavior

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Anticipate and Remove.

What might happen.

How can I reduce that possibility.



## Big Idea # 9 Handling Misbehavior

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Handling Minor Misbehaviors

- Be constantly aware of everything that is happening in your classroom.
- Scan Scan Scan Scan Scan
- If one or two students are misbehaving, calmly try one of these:
  - Give eye-contact.
  - Use physical closeness.
  - Pause.
  - Give the “Look.”
  - Use gentle touch.
  - Cue with a gesture.





## Big Idea # 9 Handling Misbehavior

### Handling Minor Misbehaviors

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- If a number of students are misbehaving, calmly try one of these:
  - Give a redirective to the class.
    - “Everyone should be reading the story.”
    - “Everyone, please finish your math assignment.”
  - Have students do a physical task.
    - “Please put your finger on the heading.”
    - “Take out a piece of paper and number it 1 to 10.”
  - Announce a desired activity to follow the task.



## Big Idea # 9 Handling Misbehavior

### Handling Major Challenges

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When you are handling a major challenge,

- a. Stay calm. Try not to act out of anger.
- b. Maintain the dignity of your student.
- c. Use punishment as a rare and last resort.

Remember, punishment can lead to:

- \* Resentment
- \* Revenge
- \* Retreat

- d. Establish a list of possible consequences or generate them with your students.



## Big Idea # 9 Handling Misbehavior


### Handling Major Challenges

#### Positive Consequences

1. Self-pride
2. A positive, learning environment
3. More learning
4. Better grades
5. Positive interactions with classmates
6. More enjoyment

#### Negative Consequences

1. Gentle reminders
2. Warning
  - Verbal
  - Post-it note
3. Time out
4. Time owed
5. Loss of privilege
6. Write an action plan
7. Teacher conference
8. Call home
9. Meeting with principal and/or parents



## Big Idea # 9 Handling Misbehavior

### Handling Major Challenges

1. Introduce possible consequences to your students. However, don't say that specific consequences will go with certain behaviors.
2. Tell students that you will select a logical consequence that is related to the situation.
3. Don't rush. If you are not sure of the most appropriate consequence, buy yourself time.  
"Harry, that behavior is unacceptable. I need to think about the appropriate consequence. I will speak with you at the end of class."



## Big Idea # 10

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Teach with passion.

Manage with compassion.



Have a wonderful school year.

Thank you for participating today.

Anita